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ABSTRACT

This paper presents a review of literature dealing with peer coaching as a method for improving the teacher's overall instructional effectiveness, as well as generating teacher collegiality. The articles annotated for this study are organized into four sections. The first section discusses the concept of peer coaching, and the second section presents related models of peer coaching programs. The third section presents examples of various studies conducted in peer coaching which report positive findings. Negative factors and aspects of peer coaching and recommendations for further research are reviewed in the last section. (JD)

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PEER COACHING
AS A METHOD OF STAFF DEVELOPMENT:
AN ANNOTATED BIBLIOGRAPHY

by

Janet D. Drew

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Charles R. DuVall, Ph.D.

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INTRODUCTION

In recent years the concern for improvement in our schools has focused upon the classroom teacher to provide students with the best possible education. The attempt to upgrade teacher performance or effectiveness has led to a multitude of in-service programs. While many of these programs are short-term, peer coaching has emerged as a process which, over a period of time, may improve teacher effectiveness.

The peer coaching model provides for improving teaching skills and for adding new skills or strategies to the teaching repertoire. The program dictates that after the training period, peers objectively observe and non-judgmentally give feedback to each other. Its goal, working toward mastery in teaching skills, includes effective timing of necessary application. Some research data on peer coaching programs support the effectiveness of this methodology. Further research is recommended for additional investigation of peer coaching before its acceptance as a worthy model for staff improvement.

STATEMENT OF THE PROBLEM

Peer coaching is a productive method for improving the educator's instructional performance in the school.

SIGNIFICANCE OF THE STUDY

By following a program for improvement, teachers who are good can always become better (McREL 41). The purpose of this study is to review literature dealing with the peer coaching concept. Review of the literature will present peer coaching as a method for improving the teacher's overall instructional effectiveness, as well as generating teacher collegiality (Sparks 57). The peer coaching model provides an avenue to professional growth in teaching strategies to be transferred to the classroom (Showers 252). Through peer coaching the school can become a learning place for teachers, and "if the school is a learning place for teachers, it will be a learning place for students" (Meade 16).

ORGANIZATION OF THE STUDY

Literature dealing with peer coaching is somewhat limited because this method of teacher improvement is rather new; yet, the nature of the concept is such that it overlaps collaboration and educator effectiveness. The articles in this study are organized into four sections. The first section discusses the concept of peer coaching while section two presents related models. The third section presents examples of various studies conducted in peer coaching which report positive findings.

Negative factors and aspects of peer coaching and recommendations for further research are reviewed in the last section. Annotations in all sections will be arranged alphabetically by the author's last name.

LIMITATIONS OF THE STUDY

The clarity of what constitutes a peer coaching program created a problem of overlapping in research. The relative newness of the concept of peer coaching to improve teacher effectiveness created a large supply of prescriptive articles but a smaller amount of research articles. The research studies often were not conducted for a sufficient amount of time; consequently, some findings were inconclusive or only partial. Evaluation instruments did not always provide statistical analyses.

GLOSSARY

challenge coaching - small group organization to solve a specific problem (Garmston, p. 21).

coach - one who "critiques behavior, makes suggestions for improvement, and ... demonstrates the desirable behavior" (Sparks, 1983, p. 69).

coaching - "in-servicing of teachers through close supervision of teaching procedures" (Good, p. 109).

cognition - "the process of knowing; in particular, the process of knowing based upon perception, introspection, or memory" (Good, p. 113).

collaboration - "working together in a joint intellectual effort" (American, p. 291).

collegial coaching - peer feedback for analyzation of teacher-focused objectives leading to reflection and self-coaching (Garmston, p. 19).

collegiality - "... professional interactions with fellow teachers or administrators, including talk about instruction, structured observation, and shared planing or preparation" (Little, p. 325).

conceptual level - "refers to modes of thinking and is theorized to range from concrete, rigid thought and behavior to abstract, more flexible thought and behavior" (Sparks, 1983, p. 70).

demonstration - "a broad meaning that includes live modeling, videotapes, detailed narrative descriptions ..." (Sparks, 1983, p. 67).

executive control - "...meta understanding. Understanding of the appropriate content for the model and how to adapt it to students of varying characteristics " (Joyce, 1983, p. 145).

feedback - "the interchange of information on the part of human beings in a communication or problem-solving situation" (Good, p. 238)

fine tuning - "... polishes and enhances the existing skills and teaching repertoire of the trainee by sharpening the ability to ask questions, to praise and reinforce...." (Showers, 1982, p. 1).

model - "a series of moves encompassed by the new strategy" (Showers, 1987, p. 62).

observation - "the act of seeing or studying the activities of teaching and learning in an actual school situation in order to secure a more realistic or meaningful conception of educational problems, praise the work of teachers in action, or provide feedback to be used in the development of an improvement program" (Good, p. 394).

peer clinical supervision - "a specific, staged-cycle methodology that offers a concrete strategy for collecting data on real and personal classroom patterns" (McFaul, p.5).

peer coaching - "a process or action plan for problem solving using self-analysis and creative thinking processes for the development of a specific skill" (LeBlanc, p. 2).

staff development - "a broad endeavor aimed at generating a rich environment, one in which every educator becomes a student of education and works continuously to improve his or her skills" (Joyce, 1986, p. 79).

teaching strategies - "... kinds of approaches ... most likely to achieve the objectives of the school given the children who are taught and the conditions existing in the community" (Joyce, 1983, p. 179).

teaching strategy mastery - "...not in the 'naturally developed' repertoire of the teachers requires the trainee to think differently, organize instruction in fresh ways, and to help children adapt to new approaches to teaching" (Showers, 1982, p. 1).

technical coaching - objective feedback given in non-threatening and supportive climate to improve teacher performance in new strategies (Garmston, p. 18).

transfer of training - "the influence that the existence of an established habit, skill, idea, or ideal exerts in the acquisition, performance, or relearning of another similar characteristic" (Good, p. 621).

triangulation - "analyzing events from more than one viewpoint, a method which tends to enrich the analysis" (Rorschach, 1985, p. 3).

ANNOTATIONS

The Concept of Peer Coaching

Brandt, Ronald S. "On Teachers Coaching Teachers: A Conversation with Bruce Joyce." Educational Leadership 44.5 (Feb. 1987): 12-16.

This article explained origination of the term peer coaching as it was used by Bruce Joyce, co-author of Models of Teaching. In searching for a word to fit the model of improving teaching effectiveness through the use of colleagues, the term coaching eliminated the supervisory element and promoted peer cooperation and companionship. In discussing peer coaching programs he had started in different schools, Joyce stressed these points: Much continuous training was required; the principal had a major active role; a spirit of adventure and willingness was needed; immediate involvement was necessary. The purpose of the peer coaching was to provide teachers with more effective methods of instruction. He claimed success with teacher effectiveness through peer coaching in schools where peer coaching was well used.

Garmston, Robert. "How Administrators Support Peer Coaching." Educational Leadership 44 (Feb. 1987): 18-26.

Several different coaching models were presented with the positive and negative aspects of each given. The models described were technical, collegial, and challenge coaching. Mention was also made of cognitive and content coaching which would be subsets of one of the three models.

Technical coaching was defined as objective feedback involving specific teaching methods. Because of the different teaching strategies involved, one negative aspect of technical coaching was the many hours of time required for theory instruction, demonstrations, and coaching sessions. Collegiality was also inhibited.

The long-range goal of collegial coaching was self-coaching for continual professional improvement. Teacher pairs in this model set their own focus. More direct analyzation and judgment of teacher effectiveness was done in collegial coaching. As the model which most affected school culture, collegial coaching had its drawback in the high cost for the training it required.

Challenge coaching was designated as the model to use when a specific problem was being attacked. It was used subsequent to the other models and involved a diversified team.

The administrator's role was deemed highly important. Employment of any of the models created positive results in improving overall school effectiveness (22). Teacher ownership was stressed (25).

Joyce, Bruce, Richard Hersh, and Michael McKibben. The Structure of School Improvement. New York: Longman (1983): 137-149.

Joyce presented five major components shown by research to comprise training and transfer of skill for fine tuning or acquisition of new skills: presentation of theory, demonstration, practice, feedback, and coaching for application. Research by McKibbin and Hall showed only 10-20% of the teachers achieved vertical transfer without coaching and Showers's 1982 study showed "no teacher transferred skills without coaching" (144). To facilitate transfer three additional elements were highlighted: forecasting the transfer, attaining highest skill development (20 demonstrations and 15 practices), and developing executive control (meta understanding). The functions of coaching were to provide companionship and technical feedback, develop executive control, adapt model to the students, and increase collegial support.

Joyce, Bruce, and Beverly Showers. "The Coaching of Teaching." Educational Leadership 40.1 (Oct. 1982): 4-9.

Joyce and Showers stated the components of the training process for skill transfer in teaching which they determined through prior research as theoretical basis, observations, practice, feedback, and coaching. This article described the project of eight English teachers at Lazarus High in Scaramento, CA who learned teaching strategies from models of teaching and used peer coaching to develop them to the point of internalization. The process of coaching itself was elaborated. Peer coaching was likened to athletic coaching through an interview with the University of Oregon football coach Rich Brooks. Since the problem of transfer of skill existed for both teachers and athletes "a major job of the coaching team is to help its members feel good about themselves during these early trials" (7). A suggested difference in athletes and teachers was that athletes knew it would take much practice to achieve mastery while teachers had not been exposed to this idea in their quest for improving effectiveness.

Joyce, Bruce, and Beverly Showers. "Low Cost Arrangements for Peer Coaching." Journal of Staff Development 8.1 (Spring 1987): 22-24.

According to Joyce and Showers evidence supported two hypotheses involving the use of peer coaching in teacher training: teachers could be trained in theory of a teaching strategy, given demonstrations and practice times; mastery of this strategy came only after extensive practice and feedback in the classroom. Working with a coaching partner, teams developed their teaching effectiveness by increasing and improving their teaching models. "Without coaching or a provision for its equivalent, very few teachers will practice new teaching strategies until they become part of the working repertoire" (22). Joyce and Showers offered seven suggestions for providing adequate time freeing teachers to observe and discuss: principals teach, large group instruction, librarian supervision, community volunteers, student teachers, videotaped lessons.

McREL. "What's Noteworthy on: Beginning the School Year, Time Management, Discipline, Expectations, Motivation, Instruction, Coaching." Mid-Continent Regional Educational Lab., Denver, CO. 1985. ED 272 508.

This publication presented the concept of peer coaching, its implementation, and the administrator's role. Recent studies "stressed the idea that people develop mastery and application of new skills best when they are placed in coaching situations" (40). It paralleled peer and athletic coaching. The Training Effectiveness chart showing the cumulative effect of theory, demonstration, practice and feedback, curriculum, coaching and review was used to demonstrate that teachers achieved high levels of knowledge mastery and skill transfer only after coaching. It discussed the formation of three member coaching teams, observation and feedback techniques. Requirements to implement a successful coaching program included a supportive principal, specific expectations, prepared models, a willing and enthusiastic group of participants.

Neubert, Glaria A. "Improving Teaching through Coaching." Fastback 277. Phi Delta Kappa. Bloomington, IN. 1988. ED 299 261.

Neubert's booklet summarized peer coaching by definition, models, effective elements, and implementation. Basing her comments on research listed in her bibliography she suggested that "at the heart of coaching is the recognition that teachers are central to the improvement of education" and the final determiners of whether or not learning occurs (34). The functions of coaching were to provide feedback and personal facilitation. Discussion of models of coaching included examples of coaching teams and transcript samplings of conferences for reference. Skill observation forms and non-directive conferencing style with five feedback approaches were used. Praise, Question, Polish (PQP) forms were shown. The role of peer coaching in preservice as well as in-service of teachers was stressed. Neubert raised the question as to why coaching and research of it has been so limited when it "has been shown to be a highly effective form of staff development" (34).

Rothberg, Robert A. "Improving School Climate and Reducing Teacher Isolation." Paper presented at the Annual Meeting of the National Council of States on In-Service Education. Denver, CO. Nov. 22-26, 1985. ED 270 855.

A study through surveys was conducted with a diversified group of 196 teachers enrolled in graduate education programs at the University of Central Florida. Its purpose was to investigate the effect of teacher isolationism on staff improvement through sharing of skills and strategies. Conclusions from the results of the data showed the high degree of isolationism that existed, especially in secondary schools, inhibiting development of conditions necessary to promote peer observation, sharing or collegiality. The author listed developing a trust, sharing in the decision making, peer observation and professional dialogue, training of staff in team skill and communication as means to reduce isolation and lead to staff improvement.

Showers, Beverly. "Teachers Coaching Teachers." Educational Leadership 42.7 (April 1985): 43-48.

Basing conclusions drawn from her research on coaching from the University of Oregon and other Oregon school districts, Showers presented her findings on peer coaching. Purposes of peer coaching were to create teacher groups working to improve professionally, develop common ground for communication and new skills, provide continual growth after initial intensive training. The facilitation of transfer of training of teaching strategies and the development of collegiality were the effects of coaching. Data on collegiality was less probable but interviews and anecdotal data "indicate that the effects of coaching are much more far reaching than the mastery and integration of new knowledge and skill by individual teachers" (46). Coaching was cyclical and continuous. Feedback was non-judgmental in nature as Clinical Assessment forms were used for accuracy. Coached teachers were more likely than uncoached to include students in mastering a new strategy. The author elaborated on the crucial role of supervisors and summarized "at this stage, coaching is an innovation, subject to the same laws that govern any other change in an educational setting" (48).

Smith, Stuart C. "New Structures Build Collaboration Among Teacher and Administrator." OSSC Report 27.1 (Fall 1986): 1-7.

Nine programs were summarized by Smith which involved teachers working to better themselves in their own profession. Support by the Carnegie task force in 1986 recognized the "fundamental idea that the primary source of expertise for improving schools lies within teachers" (2). Peer coaching was one of these models. Smith referred to Showers' research in which six teachers were trained in coaching. In turn, these six trained fifteen others who observed and conferred weekly on models suitable for classroom application. Conclusion from data was that the coached teachers utilized the new models more effectively than the partially or uncoached teachers (4). Additional findings were that classroom observations benefited both coach and trainee, and participants felt the need for an ongoing consultant to be a part of the program.

Related Models

Berliner, David. "On Improving Teacher Effectiveness: A Conversation with David Berliner." Educational Leadership 40.1 (Oct. 1982): 12-15.

In this interview Berliner supported Joyce's proposal of peer coaching as a means to improve teacher effectiveness. Using graduate students as observers to collect data, he conducted a survey of time-on-task in a Tucson area school district. Following several observations the observers skilled in Bergan's Behavioral Consultation met with the observees and elicited action plans (problem-solution) from the teachers. Follow-up showed improvement in effectiveness as time-on-task rose from 50% to 80%. Only one teacher who chose not to change any behavior remained at the prior level. Feedback which elicited self-analysis by the teacher caused teacher ownership of the skill and its success for mastery. Berliner's research in teacher effectiveness led him to conclude: "the research on teacher effectivenesss gets used when somebody works with teachers in their classrooms. There's no substitute for what Bruce Joyce calls 'coaching'" (12).

Brophy, Jere E. "Using Observation to Improve Your Teaching. Occasional Paper No. 21." Michigan State University. East Lansing, MI. April 1979. ED 173 339.

According to earlier studies by Good and Brophy, teachers were shown to be more effective if they were systematic, thorough, and prepared (1). Proactive teachers knew what they expected in the classroom and monitored themselves. The problem with many elementary teachers, especially at the primary level, was that they were often too busy to monitor themselves, and some behaviors (even non-acceptables) became automatic. However, feedback following peer observation helped teachers monitor and change behaviors as was cited in studies reviewed by Brophy. Teachers working in groups or teams shared both experience and expertise during feedback sessions. Criteria for feedback included citing specific behaviors, being credible and non-judgmental, suggesting specific changes, and eliciting commitment to change by teachers. A list of guidelines for observation was given and the benefits of peer observation/feedback enumerated.

Dornbusch, Stanford M., et al. "The Collegial Evaluation Program: A Manual for the Professional Development of Teachers. Field Test." Stanford University. Stanford, CA. 1976. ED 228 248.

The purpose of this manual was to present a method for teachers helping teachers to improve their effectiveness through collegial interaction. The process was applicable to teacher pairs, teams of teachers, or an entire staff. The Stanford Collegial Evaluation Program was the result of research on professional development and pilot tested by 150 teachers in workshop settings. Teachers created observation sheets for use by peers, students, and parents. The CEP used a six step model which was basic to an evaluation process but resembled peer coaching. A contrast was drawn between other professionals such as doctors and lawyers exchanging knowledge and skill and teachers who remained isolated (7). Seven steps in implementing this collegial model were discussed. A point stressed about observation was that five specific and observable criteria should be defined before observation. Student questionnaires in the pilot test proved informative. Copies of the questionnaires were included. The suggestion was made for the use of a collegial program to train preservice teachers.

Elliott, Jack, and Lynne Chidley. "Peer Review as a Supervisory Option." Journal of Staff Development 6.2 (Oct. 1985): 102-107.

Prospect Hill School in Mt. Prospect, IL implemented a peer review program in 1983. The program involved eight volunteer teachers who chose three colleagues as their own observation/review committee. Twenty-four teachers and the department head participated in a "process in which teachers help colleagues establish instructional improvement goals and then provide valuable classroom feedback...." (102). The peer review process functioned as a coaching program. The rationale for the program was that it was the teacher's professional responsibility to grow and that of a colleague to aid in this growth. The short in-service included effective teaching research, observation and feedback skills, and a conceptual teaching model. Each teacher observed and was observed and conferenced eight times during the year which terminated with a retreat. Based on these feedback sessions, teachers established their goal statements for the following year. The importance of observation was reflected in the statement that "many teachers believed that they had improved their own instruction because of what they had learned in viewing a colleague's classroom methods" (105).

Mello, Lawrence T. "Peer-Centered Coaching. Teachers Helping Teachers To Improve Classroom Performance." A product of the Associates for Human Development. 1984. ED 274 648.

Mello described the Peer- Centered Coaching Model as a training method for improving skills and effectiveness. Research in training transfer and human behavioral change showed that the coaching model provided the necessary features for success. Mello defined coaching as "a process through which teachers receive and give feedback in a supportive environment for the purpose of altering their ways of teaching and interacting with students in the classroom" (4). The model was based on the assumption that teachers are the best sources for expertise in instruction, credibility, and support. Research showed certain teaching strategies were more effective and instructional leadership was critical. In this study "trust partners" for observation were chosen. Groups of two or three members held six to eight twenty-minute observations. Seated in the back of the room, the observer noted only what was predetermined on the Peer Observation Planning Sheet. Objective feedback was given the same day. The support groups made up of three teams met biweekly with a specific format, facilitator, and recorder. In one school in South Dakota the parents watched classes while support groups met. Teachers who did not feel comfortable after working a while with the model were allowed to withdraw from the process.

Rorschach, Elizabeth, and Robert Whitney. "Relearning To Teach: Peer Observation as a Means of Professional Development for Teachers." A paper presented at the Annual Meeting of National Council of Teachers of English. Spring Conference. Houston, TX. March 1985. ED 259 377.

This project involved two English professors at New York University who formed a peer coaching team. The professors observed each other while attending each other's writing class. The peer coaching features of observation and analyzation were used. The observation permitted "triangulation"--outside analyzation and encouraging feedback. The importance of trust in the peer project was stressed. Benefits from the project were identifying the use of strategies not previously achieved, triangulation, and the opportunity to be in a peer's classroom. The professors summarized "our method: peer collaboration as a way of professional development for teachers, and as a method of faculty development for institutions which train teachers, or want to support the improvement of teaching" (17).

Scott, James, and Stuart Smith. "Collaborative Schools." ERIC Digest No. 22 (1987): 3-4.

Scott and Smith discussed the concept of collaborative schools in which teachers worked together to promote effectiveness. Suggestions for collaboration included peer observation and critique exchanges. Although the term peer coaching was not directly used, the collaboration involved described the methodology of peer coaching. The important role of a supportive administration, mainly to provide the leadership, was mentioned. Studies showed that principals were more active in observation and working with teachers on curriculum in collaborative schools. Pittsburgh Public Schools paid substitute teachers while their faculties attended the Teaching Center to practice improving teaching skills in a collegial environment. Where the teachers had been involved in the practice program, collegiality was more evident than in the traditional schools (4).

Examples of Studies

Anastos, Joy, and Robert Ancowitz. "A Teacher-Directed Peer Coaching Project." Educational Leadership 45.3 (Nov. 1987): 40-42.

A group of teachers at Central School in Larchmont, NY participated in a project they called Collegial Interaction Process. Its purpose was to increase their instructional effectiveness through peer videotaping, observation, and discussion. The process itself involved several steps: peer discussion of teaching aspects and the lesson itself, videotaping and observation, self-analysis by the teacher videotaped, and team discussion about the conclusions drawn. Teachers learned how to videotape, peer coach, view tapes, and met with the project consultant. The difficulty encountered was mainly reluctance by the experienced teachers to be observed, videotaped, or out of the classrooms to participate in the program. Evaluation of the project showed that the teachers had both professional and personal needs met through use of the process. Professionally, the process increased their respect for their peers and profession; and the project was regarded as a rejuvenation.

Barnett, Marva A. "Peer Observation and Analysis: Improving Teaching and Training TAs. ADFL Bulletin 15.1 (Sept. 1983): 30-33.

The peer observation model discussed in this article was developed for use by teaching assistants in the foreign language department at Indiana University. The graduate teaching assistants worked in groups of three, taking turns as teacher, observer, and monitor. They were trained in the use of observation resources such as logs, checklists, and Flanders Interaction Analysis. In pre-observation conferences teacher objectives were stated and observation instruments selected. Taking notes during observation enabled the monitor to act as objective mediator. Observations were analyzed in one hour post conferences held within a two day period. TAs served as teachers at least twice and observees six times. Year end surveys revealed that the TAs were stimulated by observation, learned from feedback and exposure to new techniques. Analysis in the peer model allowed teachers to "concentrate on raising their levels of performance, recognizing teaching strengths, and attaining self-created goals" (30).

Benner, Susan, and Lynn Cagle. "The Mentoring Team Approach: A New Concept in Undergraduate Teacher Education." Teacher Education and Special Education 10.1 (Winter 1987): 26-30.

The College of Education at the University of Tennessee implemented a project which incorporated the mentor-professor and peer coaching models for undergraduate education majors. Its purpose was to improve the quality of the preservice educational experience to increase effectiveness in beginning teachers. Teams consisted of university faculty members and twenty-five students. Meetings were held in large as well as small groups. Portfolios of students were updated with rating sheets, videotapes to observe, and feedback information. During student teaching, coaching feedback was provided by members of the team for review. The program was in infant stages in 1985. Plans were to evaluate it through surveys, interviews, teacher exam scores, videotapes, and employee surveys of graduates of the project. Success of the project was pending on results given by data to be collected.

Gibble, Jacques L., and James D. Lawrence. "Peer Coaching for Principals." Educational Leadership 45.3 (Nov. 1987): 72-73.

A program in peer coaching involving principals was conducted in the 1986-87 school year in the Donegal School District in Mount Joy, PA. The district decided to use a clinical supervision model designed by Ernie Stuchowski as their goal was to improve their teacher observation/post conference effectiveness. Only teachers who were trained in Madeline Hunter's Essential Elements of Instruction and were willing to be observed participated. After training in the model, the principal pairs observed a teacher, compared scripts, and then the observing principal viewed the principal-teacher post conference. Following the principal-teacher conference, the observing principal discussed his observation with the principal observee. A peer coaching cycle was set up so at least three full cycles were completed by each principal. Adequate time for observation was an obstacle. As to the success of the program, it was measured by the enthusiastic desire of all participants to continue the activity.

Gilman, David A. "Teachers Teaching Teachers: A Study in Staff Development for Improving Teacher Effectiveness." Indiana State University. Terre Haute, IN. July 1988. ED 300 352.

In the North Spencer School District in Dale, IN a study was conducted to determine the effect of a peer coaching program on the personal and professional attitudes of forty-nine educators. Students were also tested with attitude surveys to measure their perception of changes in their teachers. The Teachers Teaching Teachers project began Nov. 1987 and ended May 1988. A rationale vividly defended the necessity for the study. Peer coaching was selected as the model of collaboration and defined by Joyce and Showers as "class follow-up by a supportive advisor who helps a teacher correctly apply skill learned in training" (3). In the peer coaching program teachers developed confidence which positively affected their attitudes toward themselves, their colleagues, and the education profession. Accountability, support, and feedback were considered the three elements contributing to the success of peer coaching. Ten hypotheses were pretested and post tested in the study. The Likert Scale was used to measure teacher and student perception while Osgood's Semantic Differential measured attitudes. Both tables and an appendix displayed results of the questions on the tests. Findings showed small increases in eight of the eleven attitudes/perceptions measured, but only one area approached relative significance -- secondary students (5-12) in their perception of their teachers' effectiveness. Teachers' attitudes toward administration showed a slightly significant decrease. The data showed gains were not large enough in the study to be of major significance. Reason for lack of significant results such as personnel, time, testing, and so forth were given. The peer coaching program itself was not described as to specific details involved.

Gilman, David A., and Jeanne Sommer. "The Summative Evaluation. Teachers Teaching Teachers. A Project in Staff Development for Improving Teacher Effectiveness." Indiana State University. Terre Haute, IN. August 1988. ED 300 353.

The purpose of the study in Vigo County, IN was to measure the effects on the attitudes of twenty-seven teachers and the perception of their students following a Teachers Teaching Teachers peer coaching program. The proposal was that if the TTT was effective in staff development then the attitudes of the participants would improve significantly. Six hypotheses were tested. Teachers were instructed in TTT sessions by previously trained teachers and tested at the end of the training. No discussion of the actual peer coaching was provided. The Likert Scale was the test instrument and the Chi Square and goodness of fit were used in statistical analysis. The TESA Program Evaluation Survey was also given. Findings showed the teachers performed according to the program's objectives, improved attitudes and collegiality, and students increased their perception and opinion of their teachers' effectiveness. Tables and appendices were included.

Gilman, David, et al. "Improving Teacher Attitude and Morale through Maintaining Teacher Effectiveness: An Indiana Staff Development Model." Indiana State University. Terre Haute, IN. Sept. 1988. ED 300 351.

Gilman measured the effects of a staff development program on teachers' attitudes toward personal and professional factors. The Maintaining Teacher Effectiveness Program was implemented in Mt. Vernon, IN schools and involved twenty-four teachers and their students during the 1987-88 school year. The program included peer coaching and a support group. Gilman cited previous peer collaboration studies as background to this study. Six hypotheses were tested for attitude increases in levels of concern, feeling tone, interest success, knowledge of results, rewards, while elementary and secondary pupils were asked to rate the effectiveness of their teachers as adequate or above (5). Teachers participated in training sessions of the MTEP. Participants were pretested and post tested with the Likert Scale. The t-test and Statistics with Finesse instruments were used to measure results included in the tables and appendix. Significance in scores from pretest to post tests showed the program to be successful in its objectives. Teachers' attitudes improved and students' perception of teacher effectiveness increased in post tests to statistical significance.

Hauwiller, James G. "Diversified In-service Staff Development Using Models of Teaching." Paper presented at the Annual Meeting of the National Council of States on In-Service Education. Denver, CO. Nov. 1985. ED 270 852.

The College of Education at Montana State University joined the public teachers of Bozeman, MT in a teacher in-service effort to improve teaching strategies using Joyce's Models of Teaching and peer coaching. The purpose was to see how the models, peer coaching, and teleconference were utilized. Peer coaching was to provide observation and feedback on the model as it was practiced. Suggested practice was ten to twenty-five times for adaptation. Teachers worked in coaching pairs or trios. After training, a follow up was done via teleconferencing with the training institute on campus. Instructors monitored coaching comments and used them in feedback. Coaching relationships appeared more effective when the team members had open comments. Initial research showed that one week's training in peer coaching was insufficient so follow up was needed during the school year and provided through the teleconferencing.

Kurth, Ruth. "Training Peer Teachers to Improve Comprehension Instruction." Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL. April 1985. ED 256 733.

The purpose of this study based on a similar prior study was to determine if trained teachers acting as peer coaches could help other teachers improve their reading comprehension strategies. Four specific behaviors were selected for the coaching model. Eight pairs of coaches/teachers were selected and paired from second and third grades in two elementary schools of the same district. All coaches had previously participated in comprehension training programs and were trained in four two-hour sessions in both Boyen and Copeland's model for change and specific comprehension and observation skills. Coaches practiced role playing. Trained assistants held pre- and post-treatment observations. Coaches and teachers met weekly in taped sessions. Findings showed an increase from 9% to 26% in direct comprehension, increase from 22% to 38% in instruction time on comprehension, a 35% to 64% increase of independent reading-level reading during instruction, a decrease of 16% to 8% of non-instructional time during reading class. Teacher surveys reflected a positive collegial growth, and trainee teachers were willing to become coaches. Success of the program was promoted by excessive amount of time spent and on-task conferencing. The study showed that through peer coaching specific changes in teacher behavior occurred.

Kwait, Judy. "A Peer Coaching Model for Teachers of Limited English Proficient Students." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA. April 5-9, 1988. ED 292 806.

Four school districts in northern Illinois implemented a peer coaching program to improve teaching effectiveness in limited English proficient classes. Eight pairs of volunteer teachers varied in their assignments and levels. Two teaching strategies were selected for the pairs' choice; five pairs chose sheltered instruction in content while three pairs chose whole language approach. An intensive three-day training period was held for strategy presentation and practice. Pairs were allowed to set up their own objectives for the six month observation period. Preconferences, observations, reflective times, post conferences were held. Preliminary findings after three months were the results of a fifty item rating scale survey given in November and March, three topical information surveys given in November, and interviews. Statistically no difference was shown in the attitude survey. The topical information showed a trend toward better understanding of the teaching strategies and peer coaching process. Interviews provided the most information on changes in the teachers' attitudes and behaviors with personal satisfaction rated the greatest benefit. Problems encountered were time shortage, inadequate administrative support, and lack of specific objectives during coaching. Kwait concluded that "initial results confirm that peer coaching is a viable staff development model for teachers of LEP students" (23).

LeBlanc, Patrice, and Michele Zide. "Peer Coaching in Collaborative Programs: From Theory to Practice." 1987. ED 290 726.

Through their review of literature and own program research in peer coaching the authors presented conclusions in this paper. They viewed peer coaching as "a process or action plan for problem solving using self-analysis and creative thinking processes for the development of a specific skill" (2). The authors conducted three long-term staff development programs in a collaborative computer project with the Shirley and Lunenburg, MA public schools and Fitchburg State College. A checklist for the program design and implementation was used in the project. A staff development matrix provided comparative data. LeBlanc and Zide concluded from their research that the peer coaching program developed due to support from faculty and staff; a collegial environment with open communication led to school improvement; coaching provided new skill mastery and enhanced effectiveness.

Leggett, Diana, and Sharon Hoyle. "Peer Coaching: One Districts's Experience in Using Teachers as Staff Developers." Journal of Staff Development 8.1 (Spring 1987): 16-20.

In 1984 the Fort Worth, TX Independent School District with 3,700 teachers and 67,000 students undertook the Keystone Project. The purpose of the privately-funded project was to present a new approach to teacher training. Each teacher voluntarily enrolling received a $330 stipend and a thirty-hour training session (PDT). Sixteen teachers were hired as mastery specialists to lead training. An appointed cadre of teacher-trainers assisted. "Since the Keystone Project's goal was instructional improvement through a structured training program, coaching had to be a vehicle of implementation" (17). The peer-to-peer model was taught in a twelve-hour workshop along with skills in script-taking, observation, and feedback. Based on overall positive statements by the participants, peer coaching was found to be "a valuable experience and a means of helping each other develop professionally" (19) and an ongoing process to utilize teacher training skills in the classroom. Data drawn from the project in the form of teacher interviews concluded that teacher isolationism was reduced, professional dialogue was generated, and peer coaching provided a continual process for skill improvement in the classroom.

Little, Judith. "Norms of Collegiality and Experimentation: Workplace Conditions of School Success." American Education Research Journal 19.3 (Fall 1982): 325-340.

The study conducted in 1981 by Little in six urban schools concerned itself with on-the-job learning by teachers. The teachers improved with a peer coaching method later termed by Joyce and Showers. Little's findings showed that the more successful schools demonstrated greater employee interaction through discussion of instruction, structured observation, and shared planning and preparation (325). The schools were rated in terms of success level (determined by standardized testing and administrative input) and staff development. The school ranking high in both areas was involved in a three-year faculty-staff training program of mastery learning consisting of in-service and observation. The data was drawn from school observations and taped interviews with 105 teachers, 14 administrators, and 14 district administrators over a five month period. Findings revealed that the high-ranking schools practiced the concepts of a peer coaching model. Two schools with high ratings also reported improved student performance and classroom discipline where peer coaching practices were utilized. Staff development resulted when collegiality was high, instructional leadership strong, and teachers committed to growing interdependently.

Moffett, Kenneth, Jane St. John, and JoAnne Isken. "Training and Coaching Beginning Teachers: An Antidote to Reality Shock." Educational Leadership 44.5 (Feb. 1987): 34-36.

This article discussed the peer coaching program instituted in the Lennox, CA school district. The purpose of the in-service program was to facilitate beginning teachers and increase the effectiveness of experienced ones. Based on Showers's research that theory presentation resulted in only 10% transfer while coaching resulted in 90% (35), the program was organized to facilitate transfer through coaching. All beginning teachers were required to attend week long training in strategies prior to the school year. Coaches, selected through application, received the same training plus skills in communication. Teachers were financially rewarded with substitute pay for their off-track time spent. Demonstration and feedback were practiced in an elementary school near the training location. One coach was matched to one or two teacher trainees and held at least two observations and conferences monthly. Monthly follow up sessions in coaching and strategy were continued. Evaluation of the program was through reported feedback from participants. Two benefits stated were training received and collegial support. The training program was viewed as "an effective way to help new teachers ease into their professional roles by mitigating the reality shock and 'loneliness of the workplace' (Veenman 1984)" (36).

Mohlman, Georgea, Janet Kierstead, and Mae Gundlach. "A Research-Based In-service Model for Secondary Teachers." Educational Leadership 40.1 (Oct. 1982): 16-19.

The purpose of this study was to implement a research-based in-service model of staff development for secondary teachers in California. The pilot program was devised from research by Brophy, Joyce and Showers, Stallings, and McLaughlin with the goal to change teacher classroom behavior to positively affect student outcomes. Fourteen volunteer secondary teachers from Sacramento participated in January to May 1982. The program constituted six training workshops (research-based selected topics), peer observation, feedback and discussion (facilitated by observation forms), pre- and post conferencing, and applying new strategies to the classroom. Observation was on student behavior and response to the teacher which revealed information on both students' and the teacher's skills. At least twice monthly, participants observed and were observed. Ideas from these observations were shared at workshop sessions. Cross grade-level observations were recommended. Based on questionnaires, conclusions of the project revealed the teachers did change their behaviors related to training topics and strategies; students spent more academic time in class as did teachers; teaching was done with clear objectives; collegiality grew.

Munro, Petra, and Jack Elliott. "Instructional Growth through Peer Coaching." Journal of Staff Development 8.1 (Spring 1987): 25-28.

Munro and Elliott suggested that peer coaching due to its feedback quality caused permanent change in effective teacher instruction in contrast to supervision or in-service methods. They discussed the peer coaching program implemented in 1985 at Forest View High School, Arlington Heights, IL. Goals of the program were to increase student learning through improved instruction, exchange of teaching materials and methods, provide continuous feedback, encourage collegiality and self-analysis. From 133 educators, 41 chose to participate in a two day training session with a three hour follow-up a month later. Self-selected peer coaching teams began their observation program after deciding objectives. It included goal sheets, midyear and year-end evaluations, and monthly meetings. Data for evaluation was collected through interviews and questionnaires. Action plans revealed that of the 71 instructional goals set by participants, only 10 (owned by school counselors) were not related to effective teaching research. Results of data showed 97% of the participants accomplished their instructional goals and "88% stated that peer coaching had made a significant difference in their instruction compared to previous years" (28). At the conclusion of the program 82% of the participants said they would continue in the program. A list of peer coaching recommendations was included.

Murphy, John F., and David R. Elben. "In-service for Instructional Excellence: A Model in Progress." Materials presented at the Annual Conference of the National Staff Development Council. Seattle, WA. Nov. 1987. ED 288 860.

This report presented a collegial coaching model for implementation as a part of a five year staff development program for IL School District 230. A forty hour summer session for volunteer tenured faculty served as training. Incentives were a stipend and the option to peer coach. Peer coaching model guidelines were presented to coaching cadres of 3-4 teachers. Collegial coaching was preferable to technical because "It is not the responsibility of the coach to fix the teacher. The coach's only responsibility is to help the teacher reflect on his/her own behavior" (32). Eighty-two teachers in 1987-88 worked with this model at Carl Sandburg High School. Data from faculty feedback through surveys and questionnaires provided these conclusions: faculty believed their strategies changed due to coaching; more positive interaction with administrators occurred; new strategies were learned; there was more collegiality; communication increased. Concerns were for more specific structure and accountability. Ninety-seven per cent wanted to continue the program.

Neubert, Gloria, and Elizabeth Bratton. "Team Coaching: Staff Development Side by Side." Educational Leadership 44.5 (Feb. 1987): 29-32.

The authors described a successful variation of Showers's peer coaching model which was used in Maryland in 1984-86. Twenty teachers (K-12) and two language arts resource personnel participated in a three day in-service program on writing strategies. The resource teachers served as coaches who observed, gave feedback, planned lessons, and team taught. Quantitative data collected after two years from questionnaire rating of coaches showed the average of all five coaching functions on a 1 to 5 (low to high) scale was 4.6 or above (30). Qualitative data came from videotapes, audiotapes, observations, interviews, and journals. This analysis distinguished five coach's characteristics which created an effective team coaching process: knowledge, credibility, support, facilitation, and availability. "The success of team coaching supports Joyce and Showers' (1982) view that people other than regular classroom teachers can be coaches" (32). Suggested issues for consideration were coach as a peer, support and aid from coach, coach's expertise, and use of coaching in preservice education.

Phelps, Margaret S., and Jill D. Wright. "Peer Coaching--A Staff Development Strategy for Rural Teachers." Paper presented at the 11th National Conference of the National Council of States on In-service Education. Nashville, TN. Nov. 1986. ED 277 513.

A rationale was given for use of peer coaching in the staff development of rural teachers in middle Tennessee in 1984-86. Research indicated that peer coaching provided the follow up assistance within classrooms for teachers wanting to improve their effectiveness (1). Prior to coaching the instructional focus was mediated by experts. The Tennessee Instructional Model (TIM) and Effective Teaching Checklist were taught before coaching was implemented. Volunteer teachers in nine rural (K-12) schools participated at TTU in the Improvement in Teaching project for three free hours of credit. Thirty-five formed 2-4 member interdisciplinary coaching teams. They were then taught observation skills and conferencing skills in rating the TIM and ETC for teacher behaviors. Pre- and post-project videotapes were used for analysis. After self-analysis, "Each teacher individually developed personal instructional improvement goals based on the specified behaviors" (5) and met monthly with the project director for discussion. Complete data collected from 25 of the teachers including informal teacher evaluations provided results that were analyzed with the Wilcoxon Matched-Pairs Signed-Rank Test. Conclusions drawn were that mediated peer coaching was effective in changing teachers' behavior and a cost effective, non-threatening means of staff development for rural teachers. Significant differences were found in eight of the twelve areas analyzed.

Pusch, Linda, Joanne McCabe, and Wayne Pusch. "Personalized On-Site Coaching." Education Canada (Fall/Automne 1985): 36-39.

Research of literature concerning teacher development led the Swift Current School Division, Saskatchewan, Canada, to implement a peer coaching program. The six month project involved three staff members who were experts in cooperative learning methods and served as the coaches to three volunteer teachers (grades 2,6,7) who wanted to participate in the project. Teacher objectives were set in terms of Joyce's steps for transfer of training. The training process included background reading on theory, group in-service and practice, classroom training with coach demonstrating collaborative practice lessons in class, and teacher-presented lessons. Observation and conferences were continuous and feedback was presented. Based on formal and informal interviews and checklists made during observations, evaluation of the project showed that the teacher objectives were attained and the teachers had successfully implemented the cooperative learning model in their classes. Positive attitudes, communication skills, collaborative lesson instruction, and continuous support were cited as benefits of the project.

Rogers, Sandra. "If I Can See Myself, I Can Change." Educational Leadership 45.2 (Oct. 1987): 64-67.

In 1983-84 the Williamsburg-James City County, VA Public Schools implemented the Instructional Skills Program which led directly to establishing the Peer Coaching Program in 1985-86. The PCP enabled the teachers to continue adding to their teaching repertoires after the ISP without using a trained coached per se. In place of coaching cadres, pairs or teams, this Virginia program utilized high technology to facilitate its peer coaching program. Teachers were videotaped and feedback given by a group of teachers. All thirty-eight teachers participated in ISP prior to the PCP which spanned a two year period. Teachers were trained in the first year in videotaping skills and analyzing instructional skills. The second year they were trained in script-taping and giving feedback. Substitutes replaced teachers who attended five workshops yearly for sharing videotapes. Evaluation of the program was measured through participant response and concluded with the teachers' desire for more advanced training in coaching and continuation of the program. A list of benefits afforded by the videotape-peer coaching model was elaborated.

Servatius, Joanna, and Shareen Young. "Implementing the Coaching of Teaching." Educational Leadership 42.7 (April 1985): 50-53.

The Teacher Advisor Program designed and supported by the Educational Development Center of Santa Clara Co., CA School District trained seven elementary teachers in peer coaching and two teaching strategies. Teachers were selected to act as advisor-coaches to thirty-three volunteers requesting observation and feedback. Advisors had extensive training in Levels I and II of coaching and the same two strategies as teachers. Advisors averaged up to eight observation-conference sessions with observees. Feedback was confidential. Project evaluation data was collected from participant feedback and observation logs. Findings showed that the "teachers who receive both training and coaching are implementing the trained skill correctly and consistently..."(53). The seven advisors continued their participation in advising-coaching and five secondary advisors joined the project the next year. The EDC concluded it "will never again wish to offer training that does not include the element of coaching. We're that convinced of its power to effect change" (53).

Showers, Beverly. "Transfer of Training: The Contribution of Coaching." Center for Educational Policy and Management. Eugene, OR. Dec. 1982. ED 231 035.

An extensive study by Showers was conducted in 1982 following review of over 200 research studies in transfer of training. Purpose of the study was to determine if coaching facilitated transfer. Distinctions were made between fine tuning, lateral and vertical transfer. Seventeen volunteer middle school teachers (mean 10 yrs. experience) received three hrs. graduate credit and $75 stipend for participation. They were trained thirty hrs. to use the PCM to measure conceptual level, Teacher Analysis Guides to monitor feedback, and TIS to classify teacher behaviors in learning phases. Student outcomes were measured with V-3 Vocabulary tests, experimental unit tests with recall/essay, and an attitude inventory. Teachers were trained twenty-one hrs. over several weeks in models by Bruner, Taba, and Gordon. Nine trainees were selected for coaching by the principal investigator. Following the coaching phase, data was analyzed and multiple regression was used to determine scores. Findings were these: coached teachers were more likely to continue use of newly transferred skills and spend more time on higher order thinking processes; greatest problem of transfer was "fitting" model into curriculum and time frame; contrary to hypothesis, student essay scores did not show a high correlation to teachers of high transfer but did score higher on recall tests as hypothesized. Student success was measurable following transfer of skill by teachers. Recommendations were suggested for further study and an appendix included.

Showers, Beverly. "School Improvement through Staff Development: The Coaching of Teaching." In "Making Our School More Effective: Proceeding of Three State Conferences." June 1984. ED 249 593.

This study concentrated on the transfer of training of new teaching repertoire and skills as a result of peer coaching. Assumption that transfer occurred once skills had been taught and learned proved incorrect according to research on change (251). Showers investigated the transfer problem. Study I was to measure transfer scores of coached and uncoached teachers by conceptual level. Seventeen junior high teachers were trained three hours weekly for two months in three teaching models including the coaching process. After a conceptual level test and interviews, teachers were randomly assigned to a coached or uncoached condition. The teachers were again tested seven weeks later. Results of the study showed that coached teachers transferred training at a greater rate than uncoached teachers. Uncoached teachers with higher CL transferred training at a low rate. All teachers expressed positive attitudes toward the training. Findings also showed teacher anxieties and concerns over peer coaching; coached teachers utilized new strategies more than uncoached teachers; appropriate time to use strategy was a problem (knowing when to apply). Six months later follow-up to the study data showed coached teachers maintained their training at a higher level than the uncoached teachers but transfer also increased for both showing support to the "lag" effect of strong training.

Study II was conducted to determine if peer coached teachers could be the basis of implementation of peer coaching in their schools and catalysts for collegiality. Six coaches from the first study each trained 2-3 teachers from a group of nineteen trained in two models. Trainees were assigned on a logistical basis and peer coaching procedures were treated as in the previous Study I. Data showed mean transfer score for coached teachers was 12.00 and only 9.5 for uncoached teachers. Regarding collegiality, Showers found that peer coaching program developed a school norm which opened the door to future change and collaboration.

Showers, Beverly. "Peer Coaching: A Strategy for Facilitating Transfer of Training." A CEPM Report. Eugene, OR. Oct. 1984. ED 271 849.

This research study investigated the three hypotheses: trained teachers could be used as peer coaches to train colleagues; coached teachers showed a higher rate of transfer than uncoached teachers; students of coached teachers performed better in a teaching strategy than students of uncoached teachers. Teacher conceptual level, transfer rates and problems, and teacher attitudes were measured Participants were twenty-one teachers and six peer coaches from two school districts in Oregon. Coaches averaged 14.8 years teaching experience and had participated in Showers's study the previous year. Trainees averaged 12.4 years teaching experience. Prior to a seven week instructional period in strategy models pre-testing was done. Instruments of measure were PCM, Teacher Analysis Guides, TIS, logs, and interviews. Students were measured with V-3 Vocabulary tests and experimental unit tests. Phase II began in March 1983 with fifteen coached teachers, six peer coaches, and five uncoached teachers (determined by logistics and choice). All teachers were observed but only the fifteen coached teachers were weekly-conferenced. In May eleven trainees taught an experimental unit. Final interviews were held. Seventeen tables of measured item outcomes were included. Table 12 showed that the transfer of training was higher (12.74) for coached teachers than for those partially-(8.61) or un-coached(9.56) teachers. The study also showed "an inability of coaching alone to accomplish transfer of training where teachers chose not to participate fully in the process" (54). Recommendations were that concurrent training in content and process be given and training in "when" to use the new strategies be emphasized. As for the students, "when teacher treatment was classified more accurately to reflect true treatment conditions, coaching significantly contributed to higher student achievement scores on the concept attainment measure" (45). An extensive list of references, a thirty-nine page Training Manual for Peer Coaches, questionnaires, and feedback charts were appended.

Sparks, Georgea M. "Research on Teacher Effectiveness: What It Means for Excellence in Teaching." Teacher Education Quarterly 12.2 (Spring 1985): 14-22.

This author presented the findings of studies on teacher effectiveness based on research since 1970. Results from process-product research led to more specific research in the teaching behavior itself. Focus was set upon the training of the teachers to produce more effective teaching. According to Joyce and Showers, the training programs should be scheduled so ample practice and feedback occur between strategy presentations. The strategies presented were those found from research to be effective in the classroom. Time was needed for practice, peer observation, feedback and small group discussion. Coaching helped teachers refine new skills they learned (18). The need for administrative support and for a preservice education course including coaching in classroom management, teacher expectations, and lesson design was emphasized. Sparks described such a research-based preservice education course taught at Eastern Michigan University in which "the cooperating teacher and the supervisor do a better job of 'coaching' the beginning teacher" (19).

Sparks, Georgea, and Shelley Bruder. "Before and After Peer Coaching." Educational Leadership 45.3 (Nov. 1987): 54-57.

Two elementary schools in Ann Arbor, MI undertook the Peer Coaching Project (PCP), designed by Bruder and evaluated by Sparks. The schools differed in that School A already had engaged in school improvement projects and was eager to participate. School B had only an informed administrator eager to take on the project. However, both schools implemented the PCP and evaluation showed similar conclusions. The consultant was a key factor in establishing the program and carrying it successfully to fruition. She served as coach, confidante, and substitute teacher. Teachers were taught how to observe, record information, and give feedback using videotaping and Cummings's Interactive Teaching Map (55). Rating-scale questionnaires were used before and after the PCP. Summary of the results revealed that the PCP afforded both increased observation and helpful feedback. The study showed an increase of 27% in seeking help from peers thereby promoting collegiality. Positive professional relationships were encouraged among the staff and there was an exchange of lesson designs and persistent use of techniques (56). Teachers felt 70% of the students were learning more due to the PCP. Since a supportive climate was needed the whole staff including principals participated. Feedback was confidential, and teachers did not feel threatened as was surveyed by interviews and questionnaires.

Swan, Edward, et al. "The Effects of Teachers Teaching Teachers, an Indiana Staff Development Model, on Educator Attitudes and Beliefs." Paper presented at the Annual Conference of the American Association of School Administrators. Las Vegas, NV. Feb. 1988. ED 291 743.

The purpose of this study was to determine the effect of peer coaching on educators' personal and professional attitudes and beliefs. Forty-four educators participated in the 1986-87 study. Concern for lack of adequate teacher training programs led to the query of who could provide effective training: "the answer, it seems, is simple--competent peers" (2). The decision was to use teachers as coaches for on-site training so the Teachers Teaching Teachers project was implemented in two Indiana public school systems, North Gibson and East Gibson. Administrators were committed to the project and trained with the teachers in new strategies and skills to teach strategies to other teachers. The teachers were active in organizing the training sessions. Instruments of measure were the Likert Bipolar Attitude Inventory, Osgood Semantic Differential, and paired t-test. Eight desired outcomes were measured and displayed in tables. Gains were significant in four areas: attitude toward teaching, acceptance of others, attitude toward coaching, and perception of student attitude and self-concept. Instruments were appended.

Swan, Edward, et al. "The First Generation of the Implementation of Teachers Teaching Teachers, An Indiana Staff Development Model." April 1988. ED 299 710.

The purpose of this study was to evaluate the Indiana Staff Development Model implemented in which a trained teacher from one school system trained teachers from four other school systems. The 1986 Nation at Risk report was critical of teacher training and this led to research to improve teacher training through peer instruction (2). This study was based on previous research literature and an earlier project conducted by Swan and others. The eighty-three participants were educators from four southern Indiana towns who attended TTT program sessions. They were pre- and post tested using the Likert Scale and Osgood's Semantic Differential to measure nine attitude areas. Statistical analysis of the test showed significant gains in eleven of twenty-seven areas but these occurred at only two of the four sites. Tables were used to present statistical data. Factors which might have contributed to lack of more significant gains were suggested as teachers possessing positive attitudes already, brevity of the program, first effort by the training teachers, and precise testing measurements (9). Questionnaires used in the study were appended. Significant gains were reflected in the teachers' attitudes toward peer coaching and administrators and in the perception and acceptance of self and others.

Tye, Kenneth A., Comp., and Arthur L. Costa, Comp. "Better Teaching through Instructional Supervision: Policy and Practice." California School Boards Association. Sacramento, CA. March 1986. ED 277 108.

This monograph included a summation by Michele Williams entitled "Peer Coaching Improved My Teaching." Williams participated in a district sponsored peer coaching program for volunteer teachers. Her team consisted of a trainer, learning director, and two teachers. She feared schedule changes affecting her students and having observers in the room. A four day pre-coaching training included theory, modeling, feedback, shared language, anecdotal record keeping, conferencing. The team met four times that year following the model's steps. Williams suggested "peer coaching offers teachers an opportunity to grow in their profession," and she improved her lesson design and collegiality (23). Her opinion was that peer coaching would be accepted when some norm of collegiality existed, there was teacher ownership, and there was voluntary participation. Success at the author's school was demonstrated by the growth of one to four coaching teams during the year.

Wynn, Majorie J. "Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA. April 5-9, 1988. ED 293 830.

The focus of this study was to determine if student teachers would better transfer training from the academic environment to the classroom through instruction with the Wynn Experimental Model than the traditional seminar. The Wynn Model incorporated student teacher input and peer coaching. The experimental and control groups were elementary interns at Florida South College who met for ten three hour sessions in the spring of 1985. The control class was conducted in the traditional lecture manner. The experimental model included peer coaching with the use of videotaped observations, conferencing, self-analysis with videotapes and feedback by peer coaches. Following each observation each observee was provided with two strengths and two suggestions. Each intern was peer coached at least four times and coached twelve times. Open-end questionnaires were used to evaluate seminars. In its analysis for variance for repeated measures from both groups using the Purdom-Wynn Observation Instrument, the collected data displayed these findings: Student teachers in the experimental group obtained significantly higher scores on overall teaching performance although the scores in each domain were not significantly different (8). Conclusions from this study were that training for transfer of skill to classroom was needed and the Wynn Model was more effective than the traditional model in facilitating the transfer.

Negative Aspects and Recommendations

Alfonso, Robert J. "Will Peer Supervision Work?" Educational Leadership 34.8 (May 1977): 594-601.

The author purposed limitations and doubts as to the success of a peer observation-feedback model which he called peer supervision. He based his conclusions on his review of contemporary research literature on the subject. Although not a true peer coaching model, similar limitations applied to such a model. Negative factors included the teachers' lack of sufficient time to participate in a peer program, prohibition due to school structure and organization, competition among teachers prohibiting collegiality, and lack of relation to school objectives (597). However, Alfonso suggested that as a part of a broadly based instructional improvement program a peer program had possibilities.

Bird, Tom, and Judith W. Little. "Finding and Founding Peer Coaching: An Interim Report of the Application of Research on Faculty Relations to the Implementation of Two School Improvement Experiments." Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, CAN. April 1983. ED 238 141.

Two east coast schools were targeted for peer coaching in a school improvement program, an 1100 student middle school and a 3000 pupil high school. Forty teachers, a cross section of students and classes, and control groups participated. This paper was presented as an early action research as "present material on coaching comprises some findings but also much speculation and prescription" (1). Little purposed that the social organization of a school directly affected improvement so used peer coaching in the study. Influencing factors were the capacity of the school to change and adaptability. Teachers were trained five days in strategies, observation, and feedback. There seemed to be no pre-existing affirmative image of "coaching" so clarification was made. Findings were based on the effects of peer coaching on attitudes: collegiality was negated when faculty became divided into coaches and non-coaches until support groups were formed; curiosity rather than criticism was promoted, trust and a shared language was developed. The conclusion after a year into the program was that a peer coaching program needed ample time to thrive or fail before a meaningful evaluation could be made.

Grimmett, Peter P. "The Role of District Supervisors in the Implementation of Peer Coaching." Journal of Curriculum and Supervision 3.1 (Fall 1987): 3-28.

A study of the peer coaching program used in the Cragleaf District of British Columbia was conducted by Grimmett. The three year program was reviewed at the end of the second year The purpose of the study was to determine the impact of district supervisors to initiate the peer coaching program. The program started with eight principals and three voluntary teachers per school and was to extend to twenty-four principals and seventy-two teachers. Four days of training in peer coaching and teacher effectiveness were held and the program began in Feb. After two years, data from interviews and documents showed that in only one of the eight schools did peer coaching actually become an integral part of the school's program. Success at this school was attributed to "the vision, decisive leadership, indefatigable energy, and active involvement of their principal," (15) as well as a staff experienced in working together (26). Data revealed negative teachers' feelings over time restraints, peer incompatibility, and feelings of threat to their profession (11). Grimmett's conclusions were based upon investigation of the project prior to its completion. The shortcoming of the district in planning and implementing of the peer coaching program were evident thus far in Grimmett's findings.

McFaul, Shirley A., and James M. Cooper. "Peer Clinical Supervision: Theory vs. Reality." Educational Leadership 41.7 (April 1984): 4-9.

The model of peer clinical supervision developed in the late 1950's was a methodology in which teachers observed peers, collected data, and analyzed the data in a post observation conference. The model was "clinical" because the observations were to be in everyday classrooms and not simulated settings (5). In 1982 twelve elementary teachers in an urban school took a semester course in clinical supervision, and trained in designing, collecting, and analyzing data in conferences. Documentation of the study and interviews with the twelve provided data for evaluation. Results showed that the environment of the participating school inhibited success of the model (6). Factors like isolationism and stratification came in direct conflict with the rationale behind the program to improve in a collegial atmosphere. Another finding showed that the model was most workable with teachers with a high level of both abstraction and commitment. The peer clinical supervision model was recommended as a coaching system rather than an inspection system (8).

Showers, Beverly, Bruce Joyce, and Barrie Bennett. "Synthesis of Research on Staff Development: A Framework for Future Study and a State-of-the-Art Analysis." Educational Leadership 45.3 (Nov. 1987): 77-87.

This article reviewed research studies from the last several decades on staff development. Its purpose was to provide a foundation for what has been concluded and give basis to further research. Studies in incorporation of skills and strategies were minimal, especially since studies had been more conceptual than statistical. After the studies a list of variables for measurement were compiled: teacher characteristics, school organization, student characteristics, and staff development programs. Non-research literature was found to contribute issues in a few variables only and were presented as such. Specific studies by Joyce, Bennett, and McKibbin commented on transfer. Approximately 200 studies since 1960 were usable research studies in staff development. Findings from these studies showed cognition played a vital role in transfer of training. When coaching was used the measurement of knowledge in the findings was 3. in contrast to .7 when information only was used (86). Proposals for future studies in cognition, transfer, and coaching were stated.

Showers, Beverly. "The Role of Coaching in the Implementation of Innovations." Teacher Education Quarterly 14.3 (Summer 1987): 59-70.

This article posed the question of why teachers had difficulty in the transfer of new strategies to the classroom. Showers stated that research in the 1970's had little impact on how schools addressed educational change. Hypotheses of variables (motivation, ownership, cognition) affecting the transfer of training of innovative strategies were discussed. Data collected during the 1960's and 1970's at Teachers College showed that existing teaching styles or lack of involvement in formulating tasks did not affect learning new models (61). Showers's Oregon study in peer coaching in 1982 showed motivation had a similar effect on coached and uncoached teachers in using new strategies, but Showers's follow-up study showed that despite desire the uncoached teachers quit using new strategies and in some cases could not even demonstrate them (620). Although personal characteristics of the teachers played a role in transfer, results of studies on Conceptual Levels showed that extensive training could overcome some hindrances to transfer. Evidence on practice of skills to facilitate transfer was inconclusive although the 1984 study showed practice alone for uncoached teachers did not ensure transfer. Lack of "executive control"--full command of the strategy, knowing when and where to use it, was considered the major obstacle to transfer.

Sparks, Georgea M. "Synthesis of Research on Staff Development for Effective Teaching." Educational Leadership 41.3 (Nov. 1983): 65-72.

A review of research on staff development or in-service for effective teaching was presented in this article. Sparks divided the research into three components of staff development: context, training process, goals and content. Under the training process she recommended a combination of the models of Stallings (mastery learning) and Joyce and Showers (peer coaching) to be used for the staff development. The effectiveness of the activities was presented. Using her own research on improving and non-improving teachers, Sparks cited more transfer through peer observation/feedback than coaching by experts. Research showed the need for coaching in the transfer of newly acquired higher-complex teaching skills in contrast to fine tuning (70). In researching the difficulty in transfer, the knowledge of when to use the new skills was deemed the major problem (71). The teachers' conceptual level was considered a relevant factor in transfer of complex skills and recommended as a topic for further research. A list of general recommendations for a staff development program to enhance effective teaching was included.

Sparks, Georgea M. "The Effectiveness of Alternative Training Activities in Changing Teaching Practices." American Educational Research Journal 23.2 (Summer 1986): 217-225.

This study by Sparks was to determine which of three types of in-service training provided teacher effectiveness. Nineteen junior high teachers were assessed through observation and questionnaires prior to attending training workshops on effective time management. The participants were then divided into one of three groups: no additional training, peer observation with feedback, and trainer-coached. All were observed and reassessed through observation forms and questionnaires. Statistical analysis of the targeted item (academic time) was presented. Findings showed three of six teachers with workshops-only improved (criterion level 70%), four of six with peer observation/feedback improved, and only two of five with trainer-coaching improved (223). The facts that group assignment was not random and group three with trainer-coaches was composed of all male teachers with many years experience created a false experiment. However, the improvement by peer observation/feedback teachers encouraged further research into training-coaching methods. To this point no data indicated which type of coaching in a peer coaching model was most effective. This study "indicated that trainer-provided coaching may not be worth the cost and time required," but use of peers might be the most beneficial as well as cost efficient (224). Tables of measurement were included.

SUMMARY

The suggestion that teachers could be trained to improve their instruction and that of their colleagues led Joyce to label this method of staff development "peer coaching." Smith recognized it as one model in which teachers could better themselves in their profession. The basic functions of peer coaching were to provide feedback and personal facilitation according to Neubert. Depending upon the objectives, Garmston described the differences in technical, collegial, and challenge coaching. Most models incorporated Joyce's five components of presentation of theory, observation, practice, feedback, and coaching for application. The five steps were applicable to the fine tuning of skills or to learning new teaching strategies. Research by Showers indicated that teachers could learn new teaching models or strategies, but peer coaching facilitated mastery of these skills and attainment of executive control in the classroom. In addition to improving one's instructional skills in the classroom, peer coaching was recognized by Showers to promote collegiality in the school. According to Rothberg, isolationism of teachers in school could be reduced through the sharing in peer coaching.

Peer observation and feedback had been used prior to Joyce's description of peer coaching. Dornbusch, Scott,

and Smith developed collegial interaction methods similar to the peer coaching model, employing peer observation and feedback to improve teacher effectiveness. Brophy reported non-judgmental feedback helped teachers monitor and change behavior and aided in goal setting by teachers in Elliott's peer review study. Berliner's survey showed the improvement following observation and feedback of classroom time-on-task. In a unique variation of peer coaching Rorschach and Whitney improved their teaching following peer collaboration through observation and feedback. "Trust partners" were discussed by Mello in his peer-centered coaching model, described as giving and receiving feedback in a supportive environment to alter teacher behavior and teacher-student interaction. In many of these previous articles, teacher effectiveness emerged as a result of fine tuning of skills through a peer process.

With improving teacher effectiveness as their goal, various peer coaching programs were implemented in recent years. Little researched on-the-job learning in urban schools and found that the high ranking schools practiced the concepts of peer coaching. As a result of coaching, change in teacher behavior which positively affected student outcomes was recorded by Sparks. Peer coaching was reported by Servatius and Leggett as the model for learning and mastery of new teaching strategies. The transfer of training in skills, models, or strategies was the basis of

Showers's conclusions that coached teachers showed a higher rate of transfer of training than uncoached teachers and utilized new teaching strategies more than uncoached teachers. Successful transfer of strategies through peer coaching to the specific language arts content area was discussed by Kwait, Kurth, and Neubert. Phelps found that mediated peer coaching was a cost-effective method of staff development for rural teachers. Coaching could be provided by a variety of personnel, but Swan explored the use of trained teachers to implement on-site coaching and discovered their significant positive effect on teachers' attitudes. Swan's conclusion was supported by Gilman's work on staff development using peer coaching in which teachers' attitudes and students' perception of teacher effectiveness improved. Barnett and Wynn explored the use of peer coaching in preservice programs; Benner and Cagle detailed usage of peer coaching for undergraduate education majors. Sparks reported a research-based undergraduate class which included the peer coaching process. Moffett explained the benefit of collegial support gained by beginning teachers and supported Showers's conclusion that teachers could implement a peer coaching program and increase collegiality in their schools. The use of videotapes and teleconferencing provided unique peer coaching programs in which teacher groups and coaching pairs shared feedback.

Alfonso recognized limitations in a peer observation-feedback model which were substantiated by Grimmett when peer coaching succeeded in only one of eight schools participating in the process. Negative teacher attitudes and lack of administrative support were factors preventing a collegial atmosphere of teacher interaction through peer coaching. Teacher ownership of the peer coaching process and adminstrative involvement were stressed by Garmston as important factors to success. Little and Bird recognized the impact the school's social organization had on staff improvement programs and suggested ample time be allotted a peer coaching model to thrive. McFaul stated that in a school where the environment inhibits success of a peer model, teachers with a high level of abstraction and commitment were the most likely to promote the program. Sparks raised the question as to who would best serve in a coaching capacity and determined peers were most suitable. Showers showed that cognition played a role in transfer, but knowledge measurement increased with coaching.

CONCLUSIONS

The purpose of peer coaching is to improve the teacher's effectiveness in the classroom through a process of peer observation and non-judgmental feedback. Collegiality within the school may be increased by the program. Models vary in organization but the inclusive components of theory presentation, practice, observation, feedback, and coaching are used for either fine tuning of existing skills or acquisition of new strategies. Peer coaching has been shown to cause significant changes in use of teaching strategies, improve teacher attitudes, and promote collegiality in some schools. It has been suggested that it be incorporated as part of an educator's preservice instruction.

Peer coaching has not been successful when teachers were not willing to participate and where administrative support was absent. An adequate amount of time must be allotted for the peer coaching program to function before its value can be significantly measured. Factors that might affect the peer coaching process raise questions to be researched. Areas for study are the teacher characteristics, such as conceptual level and ability to transfer, and student characteristics which might affect the peer coaching program. Research on peer coaching has reported change in teacher behavior such as mastery of strategies, but research has reflected little direct

effect on student achievement. The questions of who best implements a peer coaching program and what school environment is most conducive to a peer coaching program have only been slightly touched upon. Investigation of peer coaching thus far has been so varied and limited that further research is essential in determining the effectiveness of the program.

RECOMMENDATIONS

It is recommended that:

1. Research be conducted on the effects of the teacher's personal characteristics on a peer coaching program.
2. Further research investigate direct effects of peer coaching on student achievement.
3. Research attempt to identify which teaching strategies, if any, are best suited to the peer coaching model.
4. Further research investigate the most effective personnel suited to the role of coach.
5. The effect of peer coaching instruction during pre-service education be determined through research.
6. Administrators be adequately trained in leadership and supervision of a peer coaching program prior to its implementation in their schools.
7. An incentive (stipend, credit hours, professional time) be awarded teachers for participating in the training and implementation of a peer coaching program.

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STUDENT QUALIFICATIONS

I. Janet Drew
202 Andover Drive
Valparaiso, IN 46383
(219) 464-0929

II. Educational Background

A. B.S. in Elementary Education
University of Missouri Major: Elementary
Columbia, MO 65202 Minor: History

B. Graduate Hours

Washington U. at St. Louis, MO	3 hrs.
U. of Missouri at Kansas City, MO	6 hrs.
Indiana U. at South Bend, IN	30 hrs.

III. Employment Experience

A. 1985-88 Elementary Teacher
Hums School, Mishawaka, IN
1981-85 Substitute Teacher
Mishawaka-Penn Schools, Mishawaka, IN

B. 1983-85 Computer Camp-Workshop Instructor
Indiana U. at South Bend, Bethel College

C. 1980-87 Summer Director Sports Mini-Camp
Bethel College

D. 1966-69 Elementary Teacher
St. Louis, MO

IV. Qualifications and Reason for Interest in Study

A. Direct and indirect involvement in education and teaching the last two decades as a teacher, substitute teacher, and parent has given me a wide variety of experiences. Prior to my recent move, I was scheduled to have a student teacher and was participating in my district's teacher-intern program.

B. The teacher can really make the impact in school. There is a need for teachers to improve individually and to work together professionally as a staff. This research is to investigate the possibilities of peer coaching to accomplish these needs. My personal goal is to work with teachers to improve effectiveness in a program such as peer coaching.